



# HERITAGE MATTERS

NEWS OF THE NATION'S DIVERSE CULTURAL HERITAGE

## Lewis Museum of Maryland African American History and Culture to be Newest Attraction at Baltimore's Inner Harbor

### INSIDE THIS ISSUE

Conferences  
upcoming, p. 19

Exhibit on tour, p. 6

Forgotten  
Patriots, p. 7

New museums,  
p. 1 and p. 9

National Register  
nominations, p. 10

Publication  
of note, p. 18

Teaching materials  
available, p. 3

Nikki DeJesus Smith  
Lewis Museum of Maryland  
African American History and Culture

Nearly 500 persons attended the groundbreaking of the Reginald F. Lewis Museum of Maryland African American History and Culture in Baltimore, Maryland, on Tuesday, December 3, 2002. The proceedings ended with a speech from Kweisi Mfume of the NAACP, and with a sense of great anticipation for the museum's opening.

The museum is the newest addition to Baltimore's Inner Harbor. It will be the largest African American museum on the East Coast. Sharing more than 350 years of life experiences of Maryland African Americans in its permanent exhibition, the museum will also explore broader national and international issues in its special exhibition gallery and many public programs.

The five-story building will be home to permanent and special exhibitions, state-of-the-art resource center, distance learning center provided by Verizon Communications, oral history recording and listening studio, 200-seat theater, terrace facing the Inner Harbor, museum

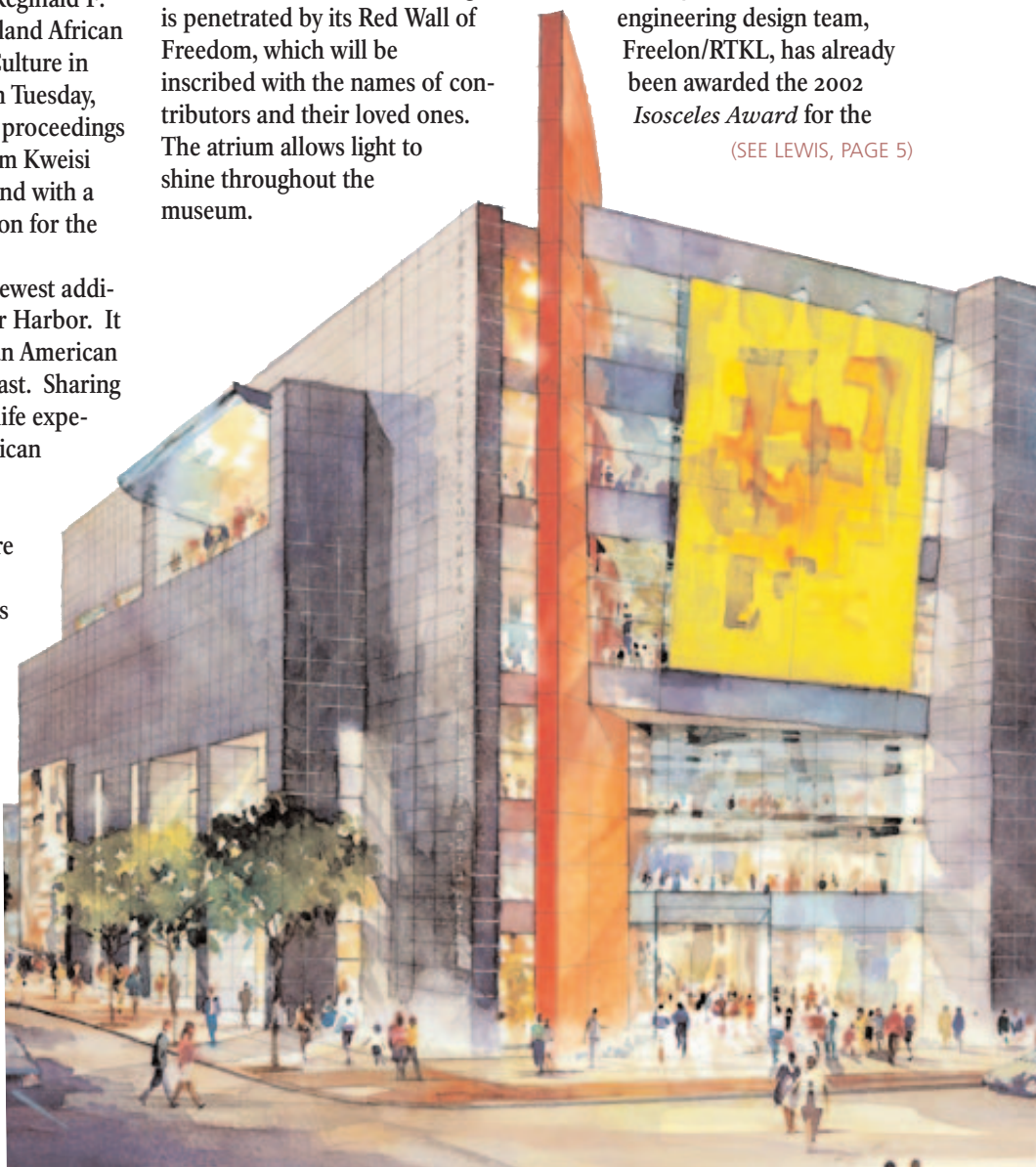
shop, café, and conservation lab. The museum's architecture has great symbolism of the African American experience. Clad in black granite from Africa, the entire building is penetrated by its Red Wall of Freedom, which will be inscribed with the names of contributors and their loved ones. The atrium allows light to shine throughout the museum.

Construction of the \$33 million project will take from 18 to 24 months to complete, with the museum opening its doors to the public in 2004. The architecture and engineering design team, Freelon/RTKL, has already been awarded the 2002 *Isosceles Award* for the

(SEE LEWIS, PAGE 5)



Through My Father's Eyes, a new *SITES* travelling exhibit, provides a remarkable look at Filipino American culture. See page 6.



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*The Reginald F. Lewis Museum is under construction at the corner of Pratt and President Streets, near the Inner Harbor in Baltimore, Maryland. Image courtesy of Freelon/RTKL, a joint venture.*

## NPS ACTIVITIES

### **Penn Students Study, Conserve Bandelier Tribal Sites**

Frank Matero  
University of Pennsylvania

In the American Southwest, native cultures are a vital part of the region's contemporary mosaic of ethnic diversity. This is especially evident through their long-standing relationship to the land and landscape that is reflected in the continuity of place for all pueblo commu-

nities and the countless number of traditional cultural places (TCPs) and archeological sites that figure prominently in contemporary beliefs and practices.

Recently many such sites have gained federal recognition and legal protection through Native American participation in federal government programs such as the National Historic Preservation Act, the National Environmental Policy Act, the American Religious Freedom Act, and the formation of Tribal Historic Preservation Offices (THPOs). Yet,

stabilization, protection, and interpretation of these sites according to both professional conservation principles and indigenous values and beliefs have proven difficult.

The application of conservation to these sites must be an integrated approach that explores and critiques multiple meanings and uses of cultural resources while maintaining living contact with past and existing indigenous traditions. This approach can assist government agencies in encouraging a sustainable relationship between native communities and their ancestral, archeological, and historic structures and landscapes. The process must be "contextualized" to create an adaptive strategy that addresses the physical conservation of





*Now known as the New Kent Middle School, the New Kent School played an important role in the desegregation of public schools in Virginia. Photo courtesy of National Historic Landmark files.*

structures, places, and sites of cultural significance while acknowledging and responding to federal management policies and affiliated groups' past identities and present day needs, expectations, and beliefs.

Beginning in 1997, the Graduate Program in Historic Preservation of the University of Pennsylvania, the National Park Service Intermountain Region-Santa Fe Support Office (NPS), and Bandelier National Monument, with several Native American pueblo partners, inaugurated an integrated program on the complex preservation issues associated with Native American traditional cultural places and archeological sites. The first project focused on developing a trail and site preservation plan for Tsankawi mesa unit in Bandelier National Monument, an ancestral puebloan site of great natural beauty and archeological and cultural significance.

In 2001, NPS and University of Pennsylvania continued their partnership in site conservation and training at Frijoles Canyon through the Vanishing Treasures Program, with additional funding from the Getty Grant Program and the Tauck Foundation. The new program addresses two diverse and unique cultural resources at the park: the over 1,000 cavates along the cliff faces and the circular masonry pueblo of Tyuonyi. A separate but related architectural survey studied the design and condition of the park architecture and landscape features

*Students investigate the Tsankawi mesa unit during as a part of the NPS/University of Pennsylvania Graduate conservation program at Bandelier National Monument in New Mexico. Photo courtesy of Architectural Conservation Laboratory/ University of Pennsylvania.*



built by the Civilian Conservation Corps in the 1930s and 1940s, considered by many to be among the finest in the National Park System.

The 2003 conservation program will continue the developed methods for the documentation and GIS-based survey of the cavates and their landscape. Focus will be placed on the recording, stabilization, and management of these structures. This will allow an analysis of conditions related to both natural and cultural factors such as topography, geology, hydrology, and existing cavate design and condition in developing an understanding of critical threats and an intervention strategy based on technically sound as well as culturally sensitive conservation measures. From this effort, a preservation plan for the prehistoric cavate structures and cavate landscape will be developed.

Integrated in all these projects from the beginning has been a professional training program for selected young adults from the affiliated pueblo communities. In this way, the various expertise and individual contributions from the National Park Service, the University of Pennsylvania and the associated pueblo affiliates can be brought together and synthesized into concepts, approaches, and practical solutions for the long-term management of this and other related sites.

## Teaching with Historic Places Launches 100th On-line Plan with School Desegregation Lesson

Theresa Campbell-Page  
National Conference of State Historic  
Preservation Officers

In commemoration of African American History Month, the Teaching with Historic Places (TwHP) program marked a major milestone by releasing its 100th on-line lesson plan, "New Kent School and the George W. Watkins School: From Freedom of Choice to Integration." TwHP, a program of the National Register of Historic Places, offers a variety of products and activities that help teachers bring historic places into the classroom.

The lesson features two schools in New Kent County, Virginia—the New Kent School and the George W. Watkins School. These schools were associated with the most significant public school desegregation case the U.S. Supreme Court decided after *Brown v. Board of Education* in 1954. While *Brown v. Board of Education* ruled that separate schools for blacks and whites were inherently unequal, the 1968 U.S. Supreme Court decision, *Green v. County School Board of New Kent County, Virginia* placed an affirma-

tive duty on school boards to integrate schools.

Through maps, readings, visuals, and activities, students can discover the history of the *Green* decision and its significance in the fight to end desegregation and expand the rights of black citizens in the United States. In the readings, students not only learn about the historical context of the *Green* decision, but also analyze excerpts from the decision to understand why token desegregation plans failed. They also explore the personal stories of individuals such as Dr. Calvin Green, who sued the New Kent School Board, and Cynthia Gaines, one of the first students to integrate the all-white New Kent School. The Visual Evidence section allows students to evaluate school yearbook photos and see how the demographics of the schools changed from the time of the decision until integration was realized. Activities in the lesson encourage students to conduct oral interviews, trace the history of their school from the *Brown* decision through the implementation of the *Green* decision, and write journal entries from the perspective of those who experienced segregation. The lesson also links to a variety of supplementary resources so the historical themes can be further researched.

The creation of the New Kent lesson stemmed from several key events. The two schools were highlighted in a congressionally mandated study of desegregation in public education completed by the National Park Service in August 2000. One result of that study was the recommendation to nominate the schools as National Historic Landmarks. Gale Norton, Secretary of the Interior, made that designation on August 7, 2001. (See *Heritage Matters*, June 2002 for an article regarding its National Historic Landmark designation.)

National Park Service involvement in the recognition of these schools did not stop with landmark designation. Following designation, an array of partners came together to increase public awareness for the *Green* case and the two nationally significant historic sites. Teaming with the New Kent County Board of Education and the Department of History at the College of William and Mary, the National Park Service applied for a grant from the Virginia Foundation for the Humanities and Public Policy's African-American Heritage Program to fund the creation of a Teaching with Historic Places lesson plan. Jody Allen, Brian Daugherty, and Sarah Trembanis, Ph.D. candidates at the College of William and Mary, researched and wrote the lesson. They were assisted by Frances Davis, Na'Dana Smith, and Megan Walsh, Class of 2002 at New Kent High School.

The lesson, "New Kent County School and the George W. Watkins School: From Freedom of Choice to Integration," is posted on the Teaching with Historic Places website at [www.cr.nps.gov/nr/twhp](http://www.cr.nps.gov/nr/twhp).

### **Where's Smokey? Sioux Code Talkers and the War in the Pacific**

Tammy Duchesne  
War in the Pacific National Historic Park

In late October of 2002, two park visitors at War in the Pacific National Historical Park, located on the U.S. territory of Guam, made a fascinating discovery dating to World War II, and possibly connecting the war effort to the Sioux Tribe. They found an elaborately engraved canteen that referred to the South Dakota Indian tribe and to the name of "Smokey Dias."

Located about 3,300 miles southwest of Hawaii in the Mariana

Islands, Guam was the scene of intense fighting between Japanese and American forces during World War II. It was here in July of 1944 that the American recapture of Guam began with simultaneous landings along multiple beaches, followed by intense battles on the island.

Now, almost 60 years later, the visitors discovered the canteen, which was probably exposed by heavy rainfall earlier in the year. They reported the artifact to National Park Service rangers, who then contacted park museum staff. What makes the canteen unique is the intricate and ornate design engraved onto it. While the workmanship is impressive, the content of the engraving makes it historically significant. On one side the canteen is engraved with "Kali-Sioux/Reservation/Kali-Black Hills/South Dakota." The opposite side of the canteen is engraved with a few symbols which resemble brands and appear above the inscription "Smokey Dias."

Since the canteen's discovery, the museum staff has been actively searching for any and all information related to the canteen. In an effort to learn who Smokey Dias was, the most basic research revealed that the name Dias does not appear on a list that recognizes and honors those who were killed, injured, or victims of wartime suffering in Guam. In addition to using the War in the Pacific's historical records, internet resources were also employed to gather information.

Initial queries proved that the Sioux, like the Navajo, served in the Pacific, some of them using their unique and complex language to help code and disguise messages of military importance during World War II. These Native American soldiers were crucial and vital factors in the American defeat of Japanese forces in the Pacific theater. Sioux

Code Talkers were recognized for their contributions and service by the South Dakota legislature. Unfortunately, the name Smokey Dias is not listed among known Sioux Code Talkers.

War in the Pacific National Historical Park is searching for information about GIs from the Sioux Reservation that served in Guam during World War II, and are extremely interested in acquiring information about Smokey Dias. The canteen is already providing new information about the lives of those men who fought in the Pacific theatre during World War II. The canteen also might serve as a catalyst in developing a new museum exhibit that recognizes the contribution of Native Americans in the war.

If anyone has any information about Sioux serving in Guam during World War II, or any information about Smokey Dias, call War in the Pacific National Historical Park at 671/355- 5096, ext. 7; or fax: 671/355-5098 or 671/472-1475. Address correspondence to Eric Brunnemann, Park Superintendent, War in the Pacific National Historical Park, Maintenance Building 115 Marine Drive, Piti, Guam 96915, e-mail: Tammy\_Duchesne at Tammy\_Duchesne@partner.nps.gov, and Eric\_Brunnemann@nps.gov. For more information about Guam and War in the Pacific National Historical Park, visit [www.nps.gov/wapa](http://www.nps.gov/wapa).

*Maryland notables, including Kweisi Mfume, left, and Gov. Robert L. Erlich, Jr., center, participate in the ground breaking for the Lewis Museum of African American History and Culture in Baltimore, Maryland.*  
Photo courtesy of Roy Lewis.

(LEWIS, FROM PAGE 1)

museum's design and visitor-friendly atmosphere. The exhibition design firm, Gallagher and Associates, has created nationally-renowned exhibitions such as *The American Presidency* and *African Voices* at the Smithsonian Institution, and the new interactive International Spy Museum in Washington, D.C.

The museum's permanent exhibition will allow visitors to choose from an array of provocative experiences collected into three distinct categories: Labor that Built a Nation, Family & Community, and Art & Enlightenment. Within each gallery a single idea unites and illuminates the stories of Maryland African Americans through interactive exhibits incorporating rare photographs and documents, fine and folk art, clothing, furnishings, tools, and other materials tied to renowned and lesser-known Marylanders. Museum visitors will have the opportunity to meet unsung heroes and experience their first-person accounts of historical and contemporary eras and events.

Unveiled at the groundbreaking

celebration were 14 original works of art created for the museum's construction site. The exhibition, *Through a Child's Eyes*, was created by Maryland Institute College of Art students and children from the Boys and Girls Club of Central Maryland, in collaboration with Crayola Works Studios in Arundel Mills Mall. The museum's logo, campaign, and membership materials were also made public during this celebration. The new logo communicates the journey of the African American, culminating in triumph and inspiration.

The museum also launched its new website at the groundbreaking, sponsored by Washington Gas. To serve as an information resource, the website will also be an interactive and user-friendly environment for visitors seeking information about the museum's services, programs, events, and membership. It will also be an important tool for educators, students, and historians researching the African diaspora.

For more information, visit the website, [www.AfricanAmericanCulture.org](http://www.AfricanAmericanCulture.org), or phone: 410/333-1130.

